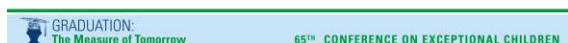


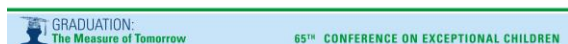
What is Project STEPP?

Supporting Transition and Education through
Planning and Partnerships



Project STEPP & College STAR

- Project STEPP is one program of the UNC College STAR initiative, a three campus collaborative effort designed to support students with learning differences.
- College STAR is a project of the University of NC System that currently has participation from Appalachian State, East Carolina University, and UNC-Greensboro.

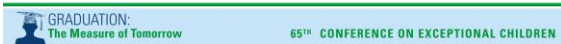


The Mission of Project STEPP

...is to provide students with learning differences who aspire to achieve a college education and demonstrate the potential for postsecondary success with access and comprehensive support throughout the university experience.

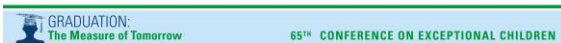
By partnering with these students, their families, and a variety of educational communities, Project STEPP fosters a network of opportunities and resources to empower and support students from admission to graduation from East Carolina University.

Taken directly from the Project STEPP Brochure found at <http://www.ecu.edu/icaad/stepp/upload/Project-STEPP-Foldover-Brochure-v2012.pdf>.



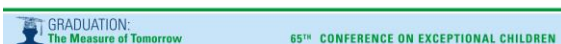
Project STEPP

- Collaborative program that partners East Carolina University's College of Education with other colleges and departments on campus, high schools, and community resources



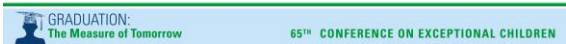
Project STEPP Offers...

- Comprehensive academic, social, and life-skills support to a select number of students who show the potential to succeed in college



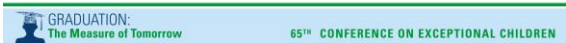
Project STEPP

- Empowers students with the skills they need to earn degrees in their chosen majors, enjoy a complete college experience as members of a campus community, and achieve in life beyond their years at ECU



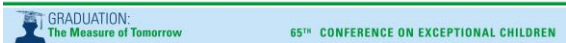
How does Project STEPP work?

- Admissions Process
- Transition from secondary to postsecondary
- Extended Program
- Support Network
- Program Coursework
- Campus Living



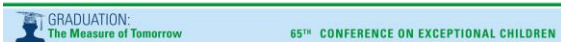
Project STEPP Transition Curriculum

- Eight non-academic modules
- Each module has 2 to 4 fully developed lesson plans with activities
- PowerPoint slides with detailed teacher notes, student worksheets, and handouts with teacher answer keys, guided notes for students, and embedded resources



Project STEPP Transition Curriculum

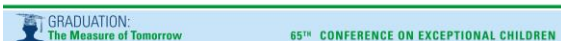
- Each lesson plan takes approximately 30 minutes to deliver
- Can be accessed via flash drive provided by Project STEPP or it can be retrieved from <http://www.ecu.edu/cs-acad/stepp/curriculum.cfm>



Modules and Lesson Plans

Module 1: High School vs. College

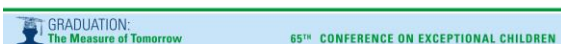
- Lesson 1- General Overview
- Lesson 2- Classes & Instructors
- Lesson 3- Studying
- Lesson 4- Grades & Testing



Modules and Lesson Plans

Module 2: Planning for Academic Success

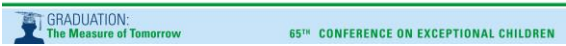
- Lesson 1- Goal Setting for College
- Lesson 2- Finding and Maintaining an Academic and Social Balance
- Lesson 3- Academic Integrity



Modules and Lesson Plans

Module 3: Technology

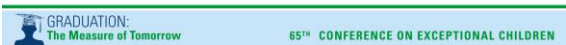
- Lesson 1- Introduction to Technology
- Lesson 2- Postsecondary Technology Tools for Learning
- Lesson 3- Online Learning
- Lesson 4- Using Technology Responsibly



Modules and Lesson Plans

Module 4: College Readiness

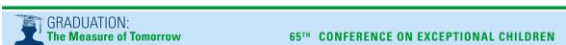
- Lesson 1- Campus Resources
- Lesson 2- The College Community
- Lesson 3- Disability Support
- Lesson 4- Support Services in College



Modules and Lesson Plans

Module 5: Developing and Maintaining Healthy Routines

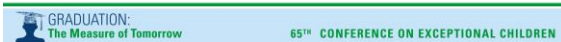
- Lesson 1- Personal Wellness
- Lesson 2- Campus Safety



Modules and Lesson Plans

Module 6: Finances

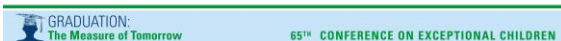
- Lesson 1- Introduction to College Financial Topics
- Lesson 2- Creating a Budget
- Lesson 3- Using Credit Wisely



Modules and Lesson Plans

Module 7: Communication

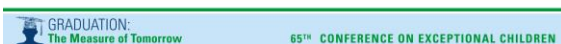
- Lesson 1- Transitioning Between Informal and Formal Communication Styles
- Lesson 2- Classroom Behavior Expectations
- Lesson 3- Sending Emails in College
- Lesson 4- Constructive Criticism



Modules and Lesson Plans

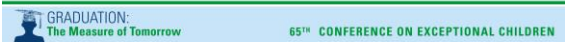
Module 8: Campus Living

- Lesson 1- Introduction to Campus Living
- Lesson 2- Dimensions of Campus Diversity
- Lesson 3- Living with a Roommate
- Lesson 4- Understanding Conflict Management Styles



Problem of Practice and Purpose of the Study

The purpose of this study was to determine teacher and high school student perceived effectiveness of a series of non-cognitive transition curriculum modules developed to prepare high school students with learning differences for a postsecondary educational setting.



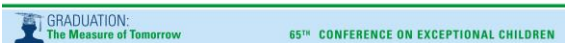
What we wanted to know...

- ❖ How did using the transition curriculum change student perspective on their ability and preparedness to attend college?
- ❖ What impact did the transition curriculum have on teacher perception of students with learning differences transitioning to postsecondary education?



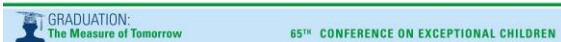
What we wanted to know...

- ❖ What was the student perception of the quality of the modules?
- ❖ What was the teacher perception of the quality of the modules?



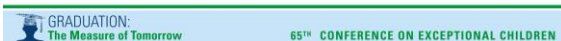
Why did we want to know?

- Transition planning for students with learning differences has long been discussed and supported by federal mandate
- Shortcomings in the literature supporting or refuting practices that support transitioning of students with high incidence disabilities from secondary to postsecondary settings
- The study would serve to provide a systematic, non-cognitive curricular approach to preparation for students with learning differences



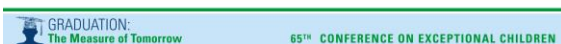
Significant Research

- **Janiga & Costenbader**
 - The Transition from High School to Postsecondary Education for Students with Learning Disabilities: A Survey of College Service Coordinators (2002)
- **Kortering & Braziel**
 - A Look at High School Programs as Perceived by Youth with Learning Disabilities (2002)
- **Lightner, Kipps-Vaughan, Schulte, & Trice**
 - Reasons University Students with a Learning Disability Wait to Seek Disability Services (2012)



Overview of Study Implementation

- Implementation in Academic Support classes in two different high schools
- Approximately 26 students and 2 teachers (predetermined sample)
- Research implemented in and supported by Buncombe County Schools



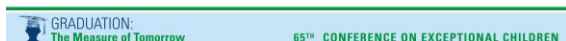
Overview of Study Implementation

- Mixed Method
 - Pre/Post Test
 - Teacher Lesson Plan Evaluation
 - Student and Teacher Module Evaluation
 - Student and Teacher Interview
- Explanatory Sequential Design
 - Collection of quantitative, then qualitative data to help explain or elaborate on the quantitative results



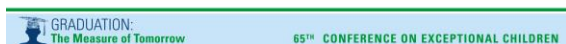
Conclusions Based on the Collected Data

- School personnel must show students how to look beyond middle and high school towards postsecondary education
- Postsecondary and secondary educators must network to disseminate information to parents, students, and other educators to realistically form expectations for the rigors of postsecondary experiences



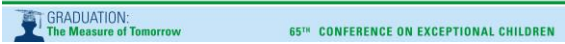
Conclusions Based on the Collected Data

- Outreach efforts must be strengthened by both secondary and postsecondary educators.
- Parallel of data from this study to the predictors of student drop out in the study by Dunn, Chambers, and Rabren in 2004.
- Students are largely uninvolved in designing Individualized Transition Plans.



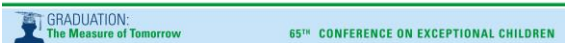
Conclusions Based on the Collected Data

- Disconnect between student and teacher perceptions of student ability.
- Disconnect between student and teacher perceptions of student awareness and teacher awareness of how to prepare for a postsecondary educational setting.



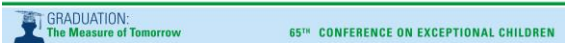
Conclusions Based on the Collected Data

- Re-culturing and educating secondary personnel is critical in successfully planning for and transitioning students with learning differences to a postsecondary educational setting.



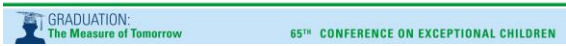
Limitations to the Study

1. Long standing perceptions of teachers about the ability of students with learning differences to attend a postsecondary educational institution may influence their responses on the pre and post-test instruments and in the interview.
2. Student perception of their ability to attend and be successful at a postsecondary educational institute may be impacted by actions of school personnel throughout their education careers.



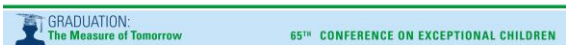
Limitations of the Study

- Implementation was limited to one school district, two schools, and students enrolled in an Academic Support class during the spring of 2014.
- Longitudinal data providing exit outcomes for the participating students was not part of this study.



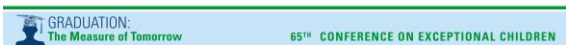
Limitations of the Study

- Data collection tools were reviewed, critiqued, revised, and approved by multiple experts, but student and teacher interpretation of each question could not be guaranteed.
- Teacher perception of the ability of students with learning differences to attend a postsecondary educational setting could impact their perception of the quality of the transition modules.



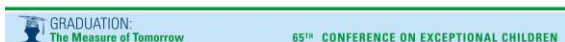
Implications for Practice

- Educating stakeholders on the intent of the legislation governing transitions for students with learning differences.
- Purposeful planning for transitioning between secondary and postsecondary educational settings.



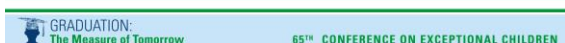
Implications for Practice

- Determining actual practices in programming and support of students with learning differences in preparation for the transition from their secondary education.
- Need for continuous professional development and vertical alignment between middle grades and secondary settings, as well as between secondary and postsecondary settings.



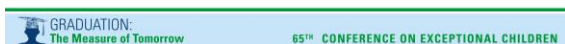
Implications for Practice

- Post study, the researcher discovered that assumptions should not be made with regards to prior knowledge of the students.
- Enlisting a larger sample size would bring results that could be generalized to a larger population.
- Allowing for a full semester for implementation would be optimal.



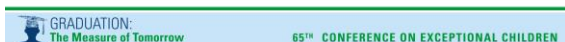
Implications for Practice

- Consideration should be made for the structure and culture of the class where the curriculum is being implemented.



Recommendations

- Collaboration and communication between secondary and postsecondary educators involved in the transition process.
- A longitudinal study from implementation of the curriculum to graduation and postsecondary commitments.



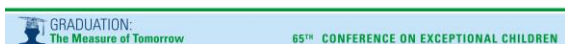
Recommendations

- Develop a crosswalk between the transition curriculum and the state-adopted curriculum.
- Further exploration of which grade level implementation would provide the most benefit.



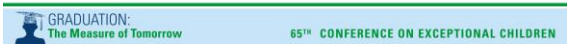
Middle Level Option

- Designed based on feedback
 - Teachers, students, administrators, parents, counselors, social workers
- Consists of 10 lesson plans
- Each lesson plan is designed to take 30 minutes
 - Activity rich which will enable teachers to expand upon the basic lesson



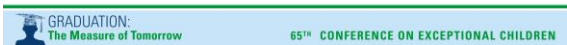
Included Lesson Plans

- Module Introduction and Introduction to College as an Option
- Middle School vs. High School: Understanding the Difference
- The Nuts and Bolts of High School



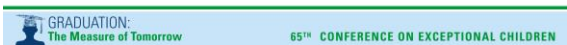
Included Lesson Plans

- High School Planning and Pathways
- Understanding Academic Integrity
- Navigating the IEP Process



Included Lesson Plans

- Why Do I Have an IEP?
- Understanding Self-Advocacy
- Range of Post-Secondary Outcomes
- College Campus Resources



Middle Level Option

- When will it be available?
- What are the next steps?
- How/when can I use it with my students?



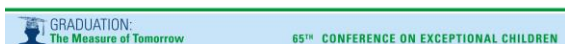
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<http://www.ecu.edu/cs-acad/stepp/index.cfm>



Questions & Comments
